Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Spanish

Program Code: 1105 - SPANISH

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
No

External Regulations: No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Spanish classes offered at Chaffey College are those required to provide a comprehensive, student-centered community college education. The classes, both vocational and transferable, can be used to fulfill the humanities requirement or additionally provide an essential skill for students pursuing studies in the health sciences, social services, business, music, and art among other relevant fields. The courses offered at the college fulfill the requirements for an AA and transfer requirements to CSU and UC system. In general, the Spanish program encourages and promotes the appreciation of a culture and language that is considerably interwoven with that of the local community. The Spanish program is the most well-established language program at Chaffey College. Currently we are offering classes in Fontana and Chino as well as the main campus. The program serves our diverse community's needs by providing courses for Associate's degrees, transfer, professional promotion, and personal enrichment. With an increasing population of Spanish speakers who need formal instruction in the language, the Spanish department previously created a new series of classes for the Spanish speaker population (Spanish 1SS and 2SS) several years ago which has now tripled in growth. Continued marketing and promotion of
these courses will serve our student population well in the future. The department is also working with the counseling department to advise students in which Spanish course best meets their needs. The demographic changes in California and particularly this area have shown a dramatic increase in the Spanish-speaking population. This population shift is creating dramatic changes on public services, private industries, and schools, etc. The goal of expansion is still a priority of the department especially now that the fastest growing segment of the student population is, in fact, Hispanic. We are constantly evaluating our effectiveness by updating and refining our curriculum to respond to emerging student needs and embedding SLO assessments within all courses to measure student success.

**Review Team Response**
The Spanish Program is well and thriving at Chaffey. The program has met and exceeded the needs of the students as well as supporting the mission of the college. The program uses a variety of tools to assess student needs as well as marketing tools to promote the program. They continue to make expansion a priority by evaluating their effectiveness and updating the curriculum in response to student needs. This program is an excellent example of the good things that are happening at Chaffey.

**PROGRAM DATA**

**Enrollment**

**Enrollment by Day, Evening, Online, Arranged (SPAN)**

![Enrollment Graph](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Day</th>
<th>Evening</th>
<th>Online</th>
<th>Arranged</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2010-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>2008-09 to 2009-10</td>
<td>2009-10 to 2010-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Census Enrollment</td>
<td>6.4%</td>
<td>-4.96%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>2.66%</td>
<td>1.59%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>19.62%</td>
<td>-24.78%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Enrollment by Ethnicity/Gender - SPAN 2010-11

- **African American**: 215
- **Asian**: 114
- **Caucasian**: 371
- **Hispanic**: 1213
- **Other Ethnicity**: 53
- **Unknown Ethnicity**: 182
- **Male**: 795
- **Female**: 1331
- **Unknown Gender**: 22
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Our enrollments have consistently increased over the past three years. Since 52% of our students are Hispanic, we must continue to develop and expand our Spanish for Spanish speakers track and offer more sections of 1SS and 2SS to address an increasing demand for these classes.
<table>
<thead>
<tr>
<th></th>
<th>Total Census Retention</th>
<th>Day</th>
<th>Evening</th>
<th>Online</th>
<th>Arranged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-0.68%</td>
<td>-1.56%</td>
<td>2.53%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>0.87%</td>
<td>2.22%</td>
<td>-4.57%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

We are pleased with our retention rates which have consistently been 80% or higher for over three years. Retention rates for gender/ethnicity are very positive which we feel is a reflection of our program's commitment to be inclusive and welcoming and to have a classroom environment which fosters and promotes diversity.

Success
### Success Rate by Day, Evening, Online, Arranged (SPAN)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>-2.44%</td>
<td>3.51%</td>
</tr>
<tr>
<td>Day</td>
<td>-2.76%</td>
<td>4.92%</td>
</tr>
<tr>
<td>Evening</td>
<td>-1.22%</td>
<td>-2.46%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.
Our success rate has decreased for both day and evening students in the most recent census. However, relative to two years ago our success rate is higher. Our goal would be for the success rate to be 70% or higher consistently. All full timers are participating in the Early Alert program. We will try to have all part-timers become active in the Early Alert program in hopes that it will positively affect success rates in the future.

Review Team Response
Assessment data has been used effectively to improve the program by expanding sections to meet the demand for more sections. Using the data provided to consistently improve retention rates and student success is proof positive of the staff's commitment to a successful program.

DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
The low number is expected since most of our students have been and continue to be transfer students who take Spanish to fulfill the language requirement.

Review Team Response

STUDENT LEARNING OUTCOMES
Students should be able to identify specific music, art, literature, and/or cultural traditions of Spain and Latin America.

Students will be able to recognize and use grammatical structures in Spanish.

Students will be able to identify important cultural and/or historical figures of the Hispanic world.

Students should be familiar with the geography of the countries and regions where the target Spanish is spoken.

Students will be able to successfully engage in conversation strategies in Spanish.

Students will be able to successfully engage in basic conversations in Spanish.

Discuss how the number, type, depth, and breadth of the courses support program SLO's.
1. All Spanish courses heavily emphasize the grammar of the language. These classes support our program’s student learning outcomes by preparing students in this capacity. Spanish 1, Sp 1SS, Sp. 2, Sp. 2SS, Sp. 3, Sp.4 all fall under the category of Intersegment GE (IGETCE). There is a ten hour minimum lab requirement in the Student Success Center for our language classes. These are transferrable classes that fall into the category of Language other than English and under Area 3 in the General Education Courses. SLO’s have been developed that measured how well students were understanding some key concepts in our language courses. Spanish 1, 2, 3, 4, 1SS, 2SS, 13, and 14 offer insight into prominent figures both in history and the arts. Students can apply this knowledge in other art, history, English, and social studies classes at Chaffey. 3. Students should be familiar with the geography of the countries where the target language is spoken. All courses offer students insight into the lives and customs of Spanish speaking countries. These countries are constantly reviewed to give students an understanding of their location and customs. SLO’s have been used in our courses to measure how well students understand the location of the countries studied. All Spanish language classes offer students time in and out of
class to engage and practice their conversation skills. Professors administer oral tests to gauge understanding and ability. Exams and quizzes are created to ensure that students are capable of communicating at their specific level. Spanish 15: Elementary Conversation is a course designed to address the importance of communication. SLO’s have been used to determine how well students perform in impromptu conversations.

Discuss how courses in the program articulate with or complement each other.
Each course level builds on the prior course, so students apply the knowledge learned in the preceding class to the subsequent class. Spanish 1 complements Spanish 2 because together they create a year-long program of study for our students. Similarly, Spanish 3 and 4 complement each other in order to form a second year program for our department. The SS1 and SS2 classes complement each other similarly. Students completing two years of study in Spanish will find that the classes complement each other in terms of material, culture, grammar and conversation.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
All of our classes are CSU and UC transferable, except for Spanish 15 Elementary Spanish Conversation and Spanish 16 Spanish Composition are only transferable to CSU. In addition to being required for our own AA degree, many of our classes are either required or electives for other degrees or certificates such as Arts and Humanities and Consumer Services Representative Certificate of Achievement. Spanish 1, 2, 3, 4, 1SS, 2SS, 13, and 14 offer students insight into prominent figures both in history and the arts. Students can apply this knowledge in other art, history, English, and social studies classes at Chaffey. For example, Art 9: Art of the Pre-Columbian Americas, Art 4: Art History of the Western World, History 70: Chicanos: The Common History of Mexico and the United States, History 71: Chicano Minority in the US. Students taking any of our courses go to the Success Center for supplemental instruction. There they have access to a wide spectrum of films and documentaries which deal with cultural, historical or political aspects of Latin-America or Spain. The daily workshops on specific grammar structures are also available to the students. Most instructors require their students to attend a minimum of five workshops per semester. Students can also form study groups which are arranged by the professor. These sessions are conducted by a tutor. Most instructors require their students to participate in a minimum of two study groups per semester. At the success center they also perform a variety of Directed Learning Activities where they receive additional practice with the language. One to one tutoring also is available to the students.

How and when has your department assessed Program SLO's' and how have you responded to the results?
We completed the assessment for Spanish 2 oral Fluency. The results were very positive: 85 to 96% received a 3 or higher in the five categories (1 pronunciation, 2 fluency, 3 word order, 4 present tense conjugation, 5. past verb conjugation) We are awaiting geography results from an SLO assessment made over a year ago. We will assess 1SS and 2SS in the Fall of 2011.

What program or course changes have been made based on the result of the assessed outcome?
For our Spanish 2 courses we were happy with our results and decided that our communicative methodology is working well, so we will continue to teach speaking in the target language as much as possible. We will consider assessing for oral fluency again in the future perhaps making the assessment tool a bit more rigorous. For Spanish 1 Geography we are waiting for the results. For Spanish 1 and 2SS assessment will be administered in the
Review Team Response
Overall Program Level Implementation of SLOs is Proficiency. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLOs and/or AUO's?

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 13 Survey of Mexican Literature - Active</td>
<td>02/22/2006</td>
</tr>
<tr>
<td>SPAN 1 Elementary Spanish - Active</td>
<td>03/10/2010</td>
</tr>
<tr>
<td>SPAN 14 Latin American Literature in Translation - Active</td>
<td>10/23/2009</td>
</tr>
<tr>
<td>SPAN 16 Spanish Composition - Active</td>
<td>02/10/2010</td>
</tr>
<tr>
<td>SPAN 1SS Elementary Spanish for Spanish Speakers - Active</td>
<td>02/17/2010</td>
</tr>
<tr>
<td>SPAN 8 Survey of Hispanic Literature: 1700 - Present - Active</td>
<td>09/08/2010</td>
</tr>
<tr>
<td>SPAN 3 Intermediate Spanish - Active</td>
<td>03/10/2010</td>
</tr>
<tr>
<td>SPAN 2SS Elementary Spanish for Spanish Speakers - Active</td>
<td>03/10/2010</td>
</tr>
<tr>
<td>SPAN 4 Intermediate Spanish - Active</td>
<td>03/10/2010</td>
</tr>
<tr>
<td>SPAN 2 Elementary Spanish - Active</td>
<td>02/24/2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN Modern Language Spanish - Active</td>
<td>04/11/2008</td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
N/A

What steps has your program taken to proactively respond to changing and emerging student and
Demographic Trends
Develop New Courses/Programs

**Briefly explain:**
We are all active members of ACTFL. We are currently involved with the ongoing national dialogue with respect to the Heritage Speakers courses. We are trying to follow Maria Carreira's new approach to teaching Spanish speakers. Once we fully implement some of Carreira's ideas we anticipate that more students will take the SS courses as opposed to the regular Spanish 1 and 2 courses. We have created the following new courses: S14 Latin American Literature in Translation This course filled and is being offered currently spring 2011. S15 Spanish Composition—will be offered 2012. Spanish 8 has been updated and will be offered 2012 or 2013. All new courses and updates have been developed to address demographic trends. Specifically, we are responding to the needs of our Hispanic population to build and strengthen reading and writing skills.

**Review Team Response**
The program has been continually reviewed and updated by the faculty, as required, to meet increasing student demand. It is apparent that faculty have used every tool available to improve and successfully promote their program.

**Review Team Response**

**NON-INSTRUCTIONAL PROGRAM INFORMATION**

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

**Review Team Response**

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>
Additional information:
Review Team Response

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:
Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:
Review Team Response

**VISIONARY IMPROVEMENT PLAN (VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
• Action-oriented
• Realistic
• Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Implement more 1SS and 2SS classes in response to increasing demand.

To which planning direction does this goal apply?
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Add 25% more 1SS classes to Fall semester.
Successfully offer 25% more sections of 1SS and have all sections fill.

Year 2 Steps to Success (activities) and VIP Assessment:
Offer 50% more 1SS sections and 25% more 2SS classes.
Spanish 1SS and 2SS classes double and all new sections fill.

Year Three Goal:
Implement a new assessment test (placement exam) to place students at the appropriate level in a particular course sequence.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Research existing tests and determine if there is one existing that fulfills our students' needs. Select a test and initiate approval by the State Chancellors' Office.
50% less students who belong in the 1SS, 2SS series will be enrolling in the 1 and 2 series. Retention and success increases as a result of this.

Year 2 Steps to Success (activities) and VIP Assessment:
Start the trial part of the approval process.
100% of the students will be placed at their appropriate level of entry. Retention and success in the classroom increases as a result of this.

Year Three Goal:
Create hybrid and online courses to address the growing lack of physical classroom space on campus.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Research other colleges’ successful online and hybrid language courses.
Find a successful hybrid/online model.

Year 2 Steps to Success (activities) and VIP Assessment:
Create two hybrid courses and an online course.
Creation of 2 hybrid and one online course.

Review Team Response
Offering more classes in the future to meet the needs of students as well as continuing to assess the program and improve where needed, shows that faculty continue to be diligent in ensuring the success of their program. What a great job they are doing!!

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Limón attended a Moodle workshop in Aug. 2010 and flex Managing Aggressive Student Behavior</td>
<td>Attended Leona Fisher’s lecture on Latino Literature given at Chaffey in Fall 2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Duno attended workshops designed for the teaching of Heritage Speakers.</td>
<td>Prof. Duno participated in two Language Learning panels: San Diego and New Orleans.</td>
<td>While on sabbatical did extensive traveling and research in Latin-America and Spain.</td>
<td></td>
</tr>
<tr>
<td>Prof. Hanna attended the Moodle workshop given by English faculty in Feb. 2011.</td>
<td>2 professors attended the 2010 American Council on the Teaching of Foreign Language conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor Jenkins participated in the Faculty Summer Institute in May 2009.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

Prof. Hanna is now incorporating a micro-blogging site in her literature class for pre and post reading activities and to enhance in class discussions. Prof. Limón is now successfully using Moodle in classes and successfully manages the behavior of her students. Prof. Limón is now using some of the knowledge acquired in Prof. Fisher’s lecture in her 1SS classes. While on sabbatical, Prof. Duno created a manual that is now used in the heritage speaker classes. The manual has also been the guide for revamping Spanish 1SS and 2SS on Moodle. Prof. Jenkins led the workshop, "Why Major in Spanish?" At this workshop she successfully addressed the challenge of our Spanish 2 students' lack of motivation to continue on to Spanish 3. Prof. Jenkins presented sessions at ACTFL on how to combat African American students' underrepresentation in the language classroom.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Hanna is Co-Chair of the PSR committee and member of the Strategic Master plan committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Jenkins has served on the Professional Relations Committee since Spring 2010</td>
<td>Member of: President’s Equity Council, Black Faculty and Staff Association and Latino Faculty Associa</td>
<td></td>
</tr>
<tr>
<td>Prof. Jenkins served on the High School Petitions Committee from May of 2009 until May 2010.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Duno is a member of the task force for Accelerated Classes and member of PSR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Limón is a member of the Faculty Advisory Scholarship Board and One Book One College</td>
<td>Prof. Limon has been the Spanish Club advisor for 4 years</td>
<td></td>
</tr>
<tr>
<td>Prof. Tirado is a member of the OAC, Student Petition Review &amp; Health and Safety Committees</td>
<td>Prof. Tirado led an information session on working with learning outcomes and assessments.</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?

Our campus engagement strengthens our program's presence on campus and helps our program stay connected with the campus community. Being active participants on campus helps us to be better informed in the classroom and allows us pass along knowledge about other helpful programs and services to our students.

Teaching/Years of Service
Given the data how has your program been impacted?
N/A

Does your program anticipate retirements within the next 3 years?
No.

**Review Team Response**
Faculty have participated in many professional growth activities and used what they have learned to ensure the continued success of the Spanish program. Kudos to the faculty for their dedication and diligence in continuing to improve upon their program.

**PROJECTED NEEDS**

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

**FT Faculty:**

**Year 1:**
No requests.

**Hiring Criteria:**

**Year 2:**
No requests.

**Hiring Criteria:**

**Year 3:**
No requests.

**Hiring Criteria:**

**STAFF**

**Year 1**
No requests.
<table>
<thead>
<tr>
<th>Year</th>
<th>Equipment</th>
<th>Technology</th>
<th>Software</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No requests.</td>
<td>No requests.</td>
<td>No requests.</td>
<td>No requests.</td>
</tr>
<tr>
<td>2</td>
<td>No requests.</td>
<td>No requests.</td>
<td>No requests.</td>
<td>No requests.</td>
</tr>
<tr>
<td>3</td>
<td>No requests.</td>
<td>No requests.</td>
<td>No requests.</td>
<td>No requests.</td>
</tr>
</tbody>
</table>
No requests.

Year 3
No requests.

Review Team Response

The review team commends Spanish for a well written program review. It shows the dedication and devotion these faculty have in offering a quality program to students. They use every available tool to assess and improve the program on a continual basis as well as attend any professional growth offerings that would help them deliver a quality program. This review is an excellent example of how to write a review and is recommended that it be used as a template for first time writers who are new to the PSR process. Great job faculty; your words convey the passion and desire you have for the program. Keep up the good work!!